

**CORRELATION
INDIANA DEPARTMENT OF EDUCATION
ACADEMIC STANDARDS**

SUBJECT: Reading
CATEGORY: K-5 (6) Comprehensive Core Reading
SUBMISSION TITLE: Imagine It!
PUBLISHER: SRA/McGraw-Hill
GRADE(S): Level 4

ACADEMIC STANDARD	STANDARD DESCRIPTION	PAGE(S) WHERE TAUGHT	
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development <i>Students understand the basic features of words. They see letter patterns and know how to translate them into</i>			
Decoding and Word Recognition			
4.1.1	Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.	Unit 1 22, 39B, 44, 63B, 68, 83B, 88, 103B, 108, 117B Unit 2 134, 147B, 152, 165B, 170, 187B, 192, 203B, 208, 223B Unit 3 238, 259B, 284, 279B, 295B, 300, 317B, 315B, 322, 337B, 335B, 264 Unit 4 451O, 352, 369B, 390, 415B, 420, 435B, 440, 451B Unit 5 466, 471B, 473B, 496, 511B, 516, 537B, 542, 553B Unit 6 568, 581B, 586, 599B, 604, 615B, 620, 629B, 634, 655B	
Vocabulary and Concept Development			
4.1.2	Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>couch potato</i>) to determine the meaning of words and phrases.	Unit 2 132O, 168O, 189I, 190O, 205I, 206O, 223K Unit 3 262O, 298O Unit 4 372O, 388O, 418O Unit 5 476O, 494O, 513I, 513J, 514O, 539I, 539J, 540O, 553K, 553L Unit 6 566O, 584	
4.1.3	Use knowledge of root words (<i>nation, national, nationality</i>) to determine the meaning of unknown words within a passage.	Unit 1 200, 65J, 66O Unit 2 150O Unit 3 236O, 262Q	

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4.1.4	Use common roots (<i>meter = measure</i>) and word parts (<i>therm = heat</i>) derived from Greek and Latin to analyze the meaning of complex words (<i>thermometer</i>).	Unit 2 167I, 167J, 132O, 149I, 150O, 206O Unit 3 236O, 282O, 298O Unit 5 475I, 475J, 464O, 493I	
4.1.5	Use a thesaurus to find related words and ideas.	Unit 4 461A Unit 6 631H	
4.1.6	Distinguish and interpret words with multiple meanings (<i>quarters</i>) by using context clues (the	Unit 2: 168; Unit 3: 262O, 281I, 281J; Unit 5: 493I; Unit 6: 601I, 601J	
4.1.7	Use context to determine the meaning of unknown words.	Unit 1: 42, 86, 106; Unit 2: 132, 150, 206; Unit 3: 236, 282, 298, 320; Unit 4: 350, 388, 418, 438; Unit 5: 514, 540; Unit 6: 566, 584, 632	
Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text <i>Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and</i>			

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Structural Features of Informational and Technical Materials			
4.2.1	Use the organization of informational text to strengthen comprehension. Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.	Unit 2: 137, 145, 147A, 161, 166, 173, 181, 183, 204; Unit 3: 249, 257, 259A, 329, 331, 333; Unit 4: 357, 361, 363, 370, 377, 379, 381, 416, 436, 445; Unit 5: 499, 509, 511A, 513Q	
4.2.8	Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology. Example: Read informational texts, such as a science experiment or a short historical account, and identify the type of organization used to understand what is read.	Unit 2 137, 145, 147A Unit 3 300A, 329, 331, 333 Unit 4 363, 440A	

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Analysis of Grade-Level-Appropriate Nonfiction and Informational Text			
4.2.2	Use appropriate strategies when reading for different purposes. Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.	Unit 1: 20T, 42T, 66T, 86T, 106T; Unit 2: 132T, 150T, 154, 156, 158, 168T, 190T, 196, 198, 200, 206T, 212, 214, 220; Unit 3: 236T, 262T, 282T, 298T, 320T; Unit 4: 350T, 353, 356, 358, 362, 366, 372T, 376, 382, 385A, 418T, 422, 424, 428, 430, 442, 444, 446, 448; Unit 5: 468, 470, 494T, 498, 500, 502, 504, 514T, 476T, 464T, 537A; Unit 6: 566T, 570, 572, 574, 584T, 588, 590, 592, 594, 596, 602T, 606, 608, 610, 618T, 622, 624, 626, 638, 640, 642, 646	
4.2.3	Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations. Example: After reading an informational text, such as <i>Camouflage: A Closer Look</i> by Joyce Powzyk, use information gained from the text to	Unit 1 47, 53, 55, 59, 117A Unit 2 220 Unit 3 267, 271, 273, 306, 310 Unit 4 396, 397, 400, 402, 403, 410, 412 Unit 5 520, 522, 526, 528, 530, 532 Unit 6 570, 572, 574, 573, 577, 588, 592, 594, 596	
4.2.4	(statements of theories or assumptions) by testing them against known information and ideas. Example: Compare what is already known and thought about ocean life to new	Unit 6: 570, 572, 574, 576, 578, 581A	

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4.2.9	Recognize main ideas and supporting details presented in expository (informational texts).	Unit 2: 157, 159, 165A; Unit 3: 241, 243, 247, 253; Unit 4: 427, 431, 435A; Unit 5: 500M, 547	
4.2.5	Compare and contrast information on the same topic after reading several passages or articles. Example: Read several informational texts about guide dogs, such as <i>A Guide Dog Puppy Grows Up</i> by Carolyn Arnold, <i>Buddy: The First Seeing Eye Dog</i> by Eva Moore, and <i>Follow My Leader</i> by James B. Garfield, and compare and contrast the information presented in each.	Unit 1: 63, 83, 103, 117; Unit 2: 187, 190S, 203, 223, 226; Unit 3: 260, 279, 295, 317, 337; Unit 4: 369A, 415, 435; Unit 5: 511, 537; Unit 6: 599, 607, 613, 645, 651, 653	
4.2.6	Distinguish between cause and effect and between fact and opinion in informational text. Example: In reading an article about how snowshoe rabbits change color, distinguish facts (such as Snowshoe rabbits change color from brown to white in the winter) from opinions (such as Snowshoe rabbits are very pretty animals because they can change colors).	Unit 2: 161, 199, 203A; Unit 3: 277, 305; Unit 5: 466B, 469, 473A, 475Q, 512	
4.2.7	Follow multiple-step instructions in a basic technical manual. Example: Follow directions to learn how to use computer commands or play a video game.	Unit 1: 117O	

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Standard 3 READING: Comprehension and Analysis of Literary Text <i>Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other</i>			
Structural Features of Literature			
4.3.1	Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales. Example: After reading some of the Greek or Norse myths found in such books as <i>Book of Greek Myths</i> or	Unit 1: 20S, 22A, 66S, 68A, 106S, 108A; Unit 2: 206S; Unit 6: 602S, 604A, 618S	
Analysis of Grade-Level-Appropriate Literary Text			
4.3.2	Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action. Example: Discuss the causes and	Unit 1: 71, 79, 81, 97; Unit 5: 549; Unit 6: 575, 595, 609	
4.3.3	character's traits, motivations, and feelings to determine the causes for that character's actions. Example: After reading <i>The Sign of the Beaver</i> by Elizabeth George Speare, tell how	Unit 1: 27, 33, 75, 77, 101, 115; Unit 3: 269; Unit 4: 397, 403, 409, 417R; Unit 5: 487, 491, 549; Unit 6: 591, 609	
4.3.4	Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures. Example: Read a book of trickster tales from other countries, such as <i>The</i>	Unit 1: 63, 83, 103, 117; Unit 3: 317; Unit 5: 491, 511, 553; Unit 6: 615, 629, 655	

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4.3.5	Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. Simile: a comparison that uses <i>like</i> or <i>as</i> ; Metaphor: an implied comparison; Hyperbole: an exaggeration for effect; Personification: a	Unit 1: 122, 124; Unit 2: 149M, 139, 141, 195, 211, 213; Unit 3: 327, 269; Unit 4: 401, 417R; Unit 5: 483, 545, 493G, 503, 531	
4.3.6	Determine the theme. Example: Identify the theme in the classic novel, <i>Hans Brinker or The Silver Skates</i> by Mary Mapes Dodge.	Unit 1: 39, 63, 83, 103, 117; Unit 2: 147, 165, 187, 203, 223; Unit 3: 259, 279, 295, 316, 337; Unit 4: 369, 415, 435, 451; Unit 5: 553, 491, 473, 511, 537; Unit 6: 581, 599, 615, 629, 655	
4.3.7	Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.	Unit 1: 25, 27, 29, 31; Unit 2: 211; Unit 3: 303, 307, 315; Unit 4: 443; Unit 5: 549, 505; Unit 6: 571, 593, 597, 637, 641, 643, 647, 655A	
Standard 4 WRITING: Processes and Features <i>Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting,</i>			
4.4.1	Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.	Unit 1: 41E, 41F, 85F, 85E, 85G, 105E, 129A; Unit 2: 149E, 167E, 189E, 189G, 223G, 223H; Unit 3: 261G, 281G, 297G, 319F, 337H; Unit 4: 371F, 387E, 437E, 17E, 451G; Unit 5: 475F, 475G, 493E, 513E, 553G; Unit 6: 583F, 601E, 617F, 631F, 655H, 665A	

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4.4.2	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.	Unit 1: 41E, 85E, 85F, 129A; Unit 2: 149E, 167F, 189E; Unit 3: 261F, 281F, 297f, 319F, 337H; Unit 4: 371F, 417E, 387F, 437E; Unit 5: 475F, 475G, 493E, 493F, 513E, 553H; Unit 6: 583E, 601E, 617F, 631F, 655H, 665A	
4.4.3	Write informational pieces with multiple paragraphs that: provide an introductory paragraph, establish and support a central idea with a topic sentence at or near the beginning of the first paragraph, include supporting	Unit 1: 85G; Unit 2: 149G, 167G; Unit 4: 371G, 437G, 451I; Unit 5: 513G, 513H; Unit 6: 601F	
4.4.4	providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.	Unit 1: 85F; Unit 2: 149F, 167F; Unit 3: 319A, 319M, 337J; Unit 4: 387G, 417E, 437F, 451H; Unit 5: 513E, 539B, 553J; Unit 6: 617F	
Research Process and Technology			
4.4.5	Quote or paraphrase information sources, citing them appropriately.	Unit 1: 85F, 85H, 105A; Unit 2: 189F, 205A; Unit 3: 319A; Unit 4: 437A; Unit 5: 539A, 539M; Unit 6: 631A	
4.4.6	Locate information in reference texts by using organizational features, such as prefaces and appendixes.	Unit 2: 189F; Unit 4: 371M, 417M; Unit 5: 475M	

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4.4.7	Use multiple reference materials and online information (the Internet) as aids to writing.	Unit 1: 85F; Unit 2: 189F, 233B; Unit 4: 371M, 461B; Unit 5: 539C, 539H; Unit 6: 583C, 583M, 617G, 617M	
4.4.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	Unit 1: 41M; Unit 2: 167M; Unit 3: 281M; Unit 4: 371M	
4.4.9	Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.	Unit 2: 225A, 233B; Unit 3: 339A, 319H, 347B; Unit 4: 461B; Unit 5: 539H, 555A, 553I, 563B; Unit 6: 617G, 617H, 617M	
Evaluation and Revision			
4.4.10	Review, evaluate, and revise writing for meaning and clarity.	Unit 1: 65F, 117I; Unit 2: 149H, 167H; Unit 3: 319H; Unit 4: 371G, 461A; Unit 5: 493H, 539E; Unit 6: 617H	
4.4.11	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Unit 1: 65F, 65G, 85H, 117H, 129B; Unit 2: 149H, 167H, 205G, 233B; Unit 3: 319H, 347B; Unit 4: 371H, 387H, 417H, 437H, 461B; Unit 5: 493H, 539G, 563A; Unit 6: 583G, 601H, 617H, 631H, 655J, 665B	
4.4.12	Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.	Unit 1: 41H, 65E, 85H; Unit 2: 167H, 205E, 233A; Unit 3: 319H; Unit 5: 539E, 563A; Unit 6: 583G	
Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) At Grade			

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	<i>4, students are introduced to writing informational reports and responses to literature. Students continue to</i>		
4.5.1	observations, or memories of an event or experience, provide a context to allow the reader to imagine the world of the event or experience, use concrete sensory details.	Unit 1: 41H, 85G, 117H; Unit 3: 337J, 347A; Unit 5: 493G, 493M; Unit 6: 583F, 583G, 601E, 601F, 601G	
4.5.2	Write responses to literature that demonstrate an understanding of a literary work and support statements with evidence from the text.	Unit 5: 539G; Unit 6: 631M	
4.5.4	Write summaries that contain the main ideas of the reading selection and the most significant details. Example: Write a book review,	Unit 4: 387G, 417G, 437G, 451I; Unit 5: 513H, 539M	
4.5.5	Use varied word choices to make writing interesting. Example: Write stories using descriptive words in place of common words; for instance, use enormous, gigantic, or giant for the word big.	Unit 1: 65F, 117H; Unit 2: 223O; Unit 3: 337J, 347A; Unit 4: 461A; Unit 5: 493M; Unit 6: 601G, 655J, 665B	
4.5.6	persuasion, description) and to a specific audience or person. Example: Write a persuasive report for your class about your	Unit 2: 149G, 167G, 189H, 223J; Unit 3: 319G; Unit 5: 493M, 553J; Unit 6: 583F, 583G	

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Research Application			
4.5.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors), demonstrates that information that has been gathered has been summarized, organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation. Example: After talking to local officials and conducting library or Internet research, write a report about the history of the different people and immigrant groups who settled in Indiana. Include information about where these groups came from, where they first lived in the state, and what work they did.	Unit 1: 65A, 85C, 105A, 105C, 119A; Unit 2: 167B, 189C, 223E, 205B, 225A; Unit 3: 281B, 297B, 319B, 319C, 339A, 261B, 261C; Unit 4: 387B, 417C, 437A, 37B, 451E, 655E; Unit 5: 475B, 493A, 493B, 493C, 513C, 539B, 553C, 553D, 555A; Unit 6: 583C, 601B, 617C, 631B, 655E, 657A	
Standard 6 WRITING: English Language Conventions <i>Students write using Standard English</i>			
Handwriting			
4.6.1	Write smoothly and legibly in cursive, forming letters and words that can be read by others.	Unit 1: 65G; Unit 2: 205A; Unit 3: 347B; Unit 5: 493H	

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Sentence Structure			
4.6.2	Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.	Unit 2: 149K, 149L, 189K, 205K, 223M, 223N; Unit 3: 297L, 347B; Unit 4: 437H Unit 5: 513K, 539K	
4.6.3	Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions. Verbs: We <u>strolled</u> by the river. Adjectives: <u>brown</u>	Unit 1: 65K, 85K; Unit 2: 223M; Unit 3: 297K, 297L, 319K, 337M; Unit 4: 371K, 371H, 387H, 387K, 437H, 451M, 451N; Unit 5: 475K, 475L, 475S, 493K, 513K, 513L; Unit 6: 583K, 617L, 631K, 655M, 655N	
Grammar			
4.6.4	Identify and use in writing regular (<i>live/lived</i> , <i>shout/shouted</i>) and irregular verbs (<i>swim/swam</i> , <i>ride/rode</i> , <i>hit/hit</i>), adverbs	Unit 1: 65K, 85K; Unit 4: 371L, 371H, 387L, 451M; Unit 5: 475L	
Punctuation			
4.6.5	Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (<i>He said,</i>	Unit 3: 261L, 319L, 347B; Unit 4: 417H, 417K; Unit 5: 553N; Unit 6: 631L	
4.6.6	to identify titles of documents when writing by hand or by computer, use quotations marks to identify the titles of articles, short	Unit 1: 117N; Unit 3: 281L	
Capitalization			
4.6.7	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	Unit 1: 65G; Unit 5: 539G	

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4.6.8	Spell correctly roots (bases of words, such as <i>un necessary</i> , <i>coward ly</i>), inflections (words like <i>care/care ful/car ing</i>), words with more than one acceptable spelling (like <i>advisor/ adviser</i>), suffixes and prefixes (<i>-ly</i> , <i>-ness</i> , <i>mis-</i> , <i>un-</i>), and syllables (word parts each containing a vowel sound, such as <i>sur•prise</i> or <i>e•col•o•gy</i>).	Unit 1: 200, 411, 420, 651, 660, 851, 860; Unit 2: 1320, 1500; Unit 3: 261J, 319J; Unit 5: 475I, 475J, 493I, 493J; Unit 6: 617I, 617J, 631I, 631J, 655K, 655L	
Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications <i>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice).</i>			
Comprehension			
4.7.1	Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	Unit 3: 319M, 337O; Unit 4: 371M; Unit 5: 553O	
4.7.2	Summarize major ideas and supporting evidence presented in spoken presentations.	Unit 2: 167M; Unit 4: 437M; Unit 5: 55A	
4.7.3	Identify how language usage (sayings and expressions) reflects regions and cultures.	Unit 6: 583M	
4.7.4	Give precise directions and instructions.	Unit 1: 117O	
4.7.15	Connect and relate experiences and ideas to those of a speaker.	Unit 3: 281M; Unit 5: 513C, 513M, 539M; Unit 6: 631M	
Organization and Delivery of Oral Communication			
4.7.5	that guide and inform the listener's understanding of important ideas and details.	Unit 1: 41M; Unit 3: 339A; Unit 5: 555A; Unit 6: 657A	

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4.7.6	Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	Unit 4: 371M; Unit 5: 493M, 513C, 513M, 553O	
4.7.7	Emphasize points in ways that help the listener or viewer follow important ideas and concepts.	Unit 3: 339A; Unit 5: 513M	
4.7.8	Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.	Unit 3: 281M; Unit 5: 493M, 513M; Unit 6: 631M	
4.7.9	Engage the audience with appropriate words, facial expressions, and gestures.	Unit 1: 105M, 119B; Unit 2: 189M, 225A; Unit 3: 339A; Unit 4: 453A; Unit 5: 555A; Unit 6: 601M, 657A	
Analysis and Evaluation of Oral and Media Communications			
4.7.10	Evaluate the role of the media in focusing people’s attention on events and in forming their opinions on issues.	Unit 2: 205M; Unit 3: 297M; Unit 5: 475M	
4.7.16	Distinguish between the speaker’s opinions and verifiable facts.	Unit 3: 337O	
Speaking Applications			
4.7.11	Make narrative presentations that relate ideas, observations, or memories about an event or experience, provide a context that allows the listener to imagine the circumstances of the event or experience, and provide insight into why the selected event or experience should be of interest to the audience.	Unit 1: 65H, 85G, 117J; Unit 2: 189M; Unit 3: 347B; Unit 4: 387M; Unit 5: 493H; Unit 6: 583H, 601H, 601M	

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4.7.17	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Unit 2: 149H, 167H	
4.7.12	Make informational presentations that focus on one main topic, include facts and details that help listeners focus, incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).	Unit 2: 205H; Unit 3: 339A; Unit 4: 461B; Unit 5: 563B	
4.7.13	Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	Unit 4: 387H, 417G, 417H, 437H, 437M; Unit 5: 539H	